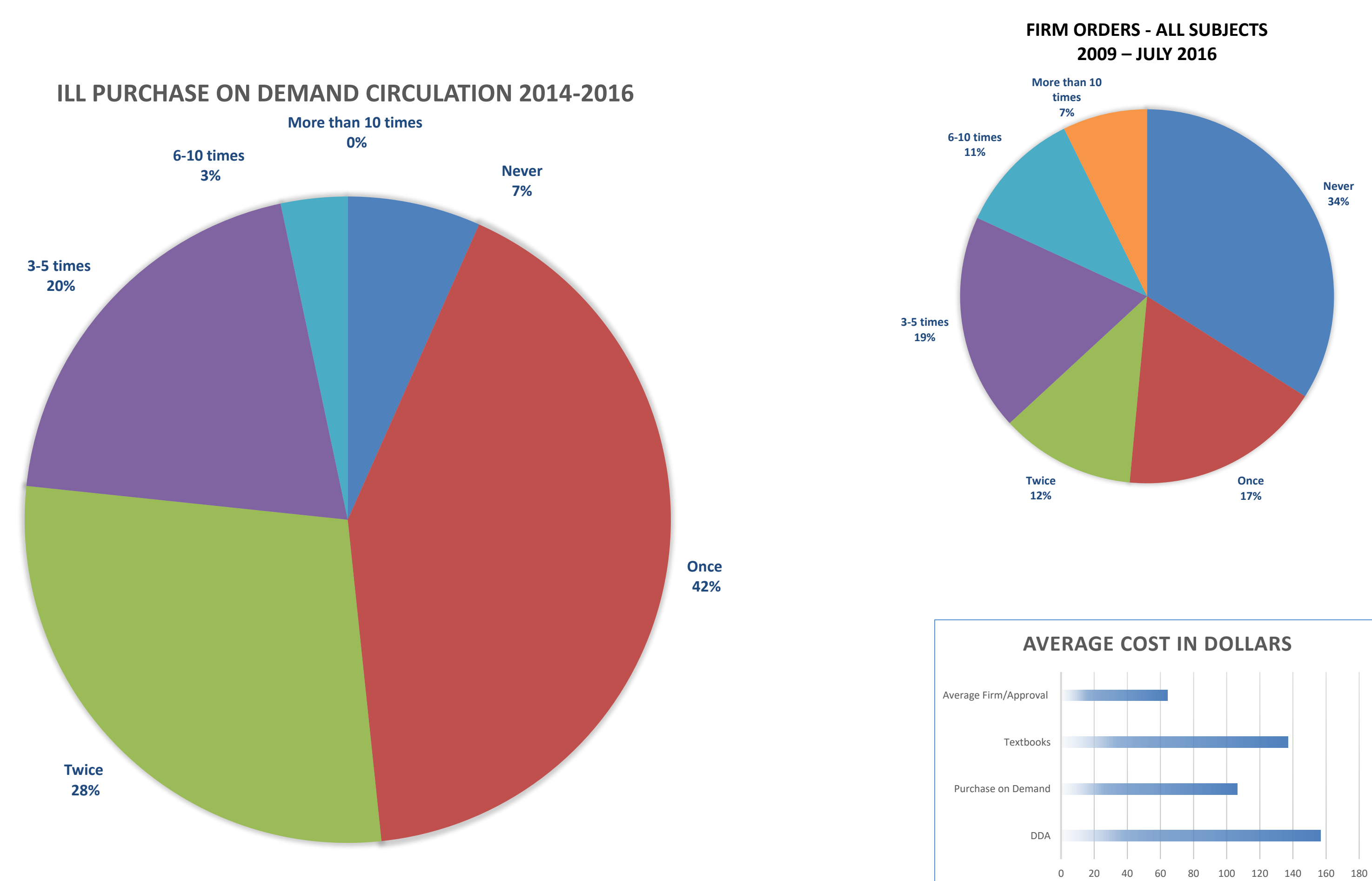


“Nothing changes if nothing changes”:

Three User-Centered Collection Development Practices at Carleton University Library

ILL Purchase on Demand (POD)

In effect at Carleton from 2007-2012 and rebooted in 2014. Circulation data for 2007-2012 was reviewed, and showed that they were borrowed more than the industry standard. The data was further analyzed to see what POD titles circulated poorly, items such as biographies and foreign language titles. A new selection slip with new criteria was created in 2014. Reference specialists still authorize the order, but rejection categories were added to the slips. To qualify for POD purchase, material can be no older than 2 years + current year (3 max) and is not available from other Ontario libraries. However, titles requested multiple times are forwarded for consideration. Titles can be either in print or e-book format. The average cost of bringing in an ILL book temporarily is \$25-\$35.

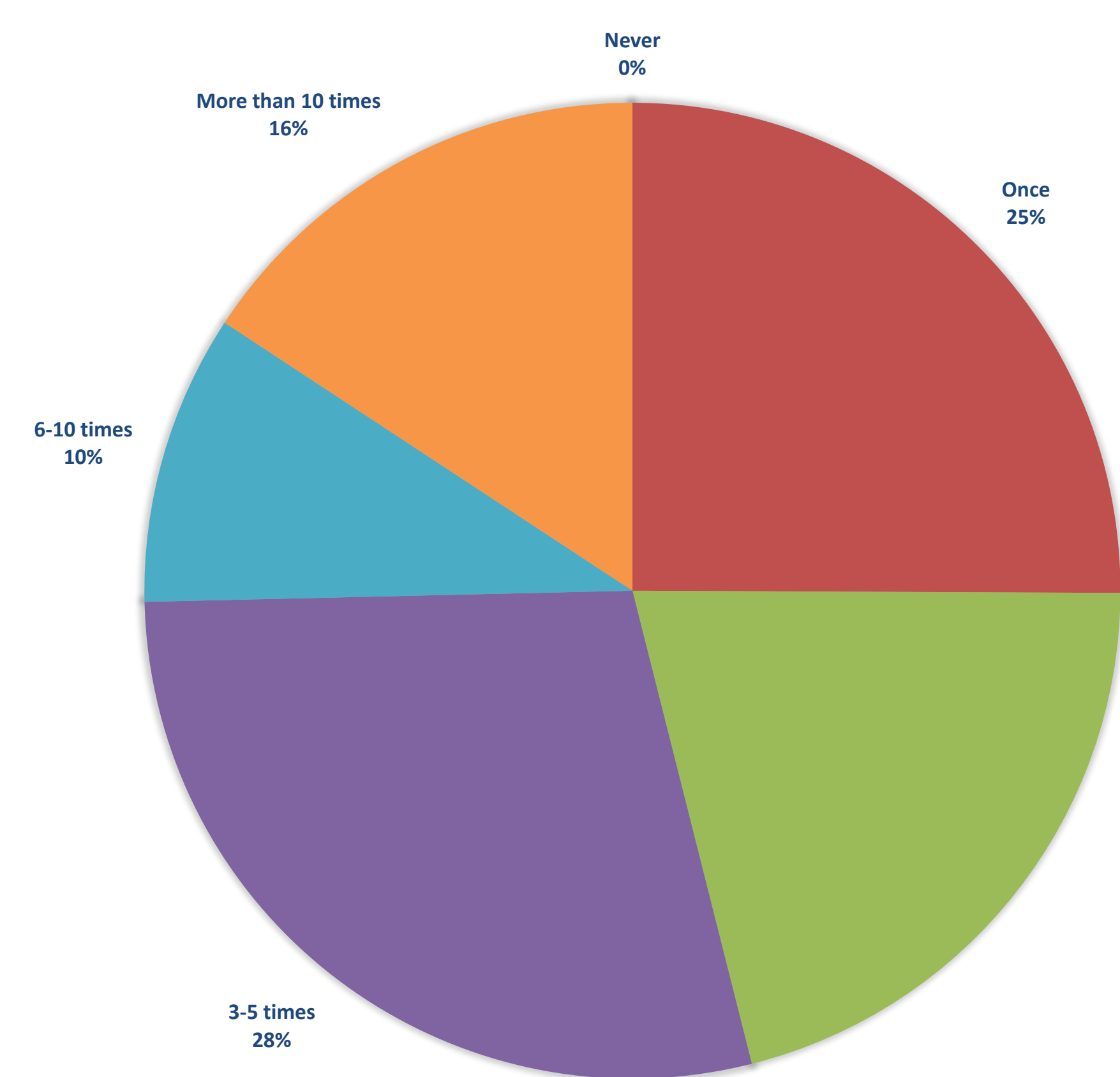


Takeaways: ILL POD titles circulate commensurately or slightly above the firm order rate in the library, and better than the industry standard. This is a small but well-liked collection method as it does not draw from departmental allocations and the final decision authority rests with the selectors. The number of titles purchased is currently limited but the program could be scaled larger by loosening chronological and geographical restrictions that are currently in place. On average, it costs more to buy a POD book than to bring one in through ILL. It is hoped that the difference will be recouped after a few years of circulation.

Demand Driven Acquisitions (DDA)

In 2014/2015 assessment showed that the number of our approval books that had never circulated was commensurate with the industry standard in virtually all subjects. At the same time, a shrinking book budget combined with a low Canadian dollar in 2015/2016 meant that we needed to spend the Collections budget prudently. For that reason, we decided to experiment with DDA since that would eliminate books that are never used. So we used the parameters of our existing approval plan and converted it to an e-book DDA with MUPO as the preference. We continued to do firm orders as well, since they already had a user driven aspect. Many are initiated by professors for research or curriculum purposes. Early indications show that the DDA is successful, and it has been renewed for 2016/2017. Total budget for it is \$170,000 CAD.

DDA CIRCULATION - ALL SUBJECTS JANUARY-AUGUST 2016

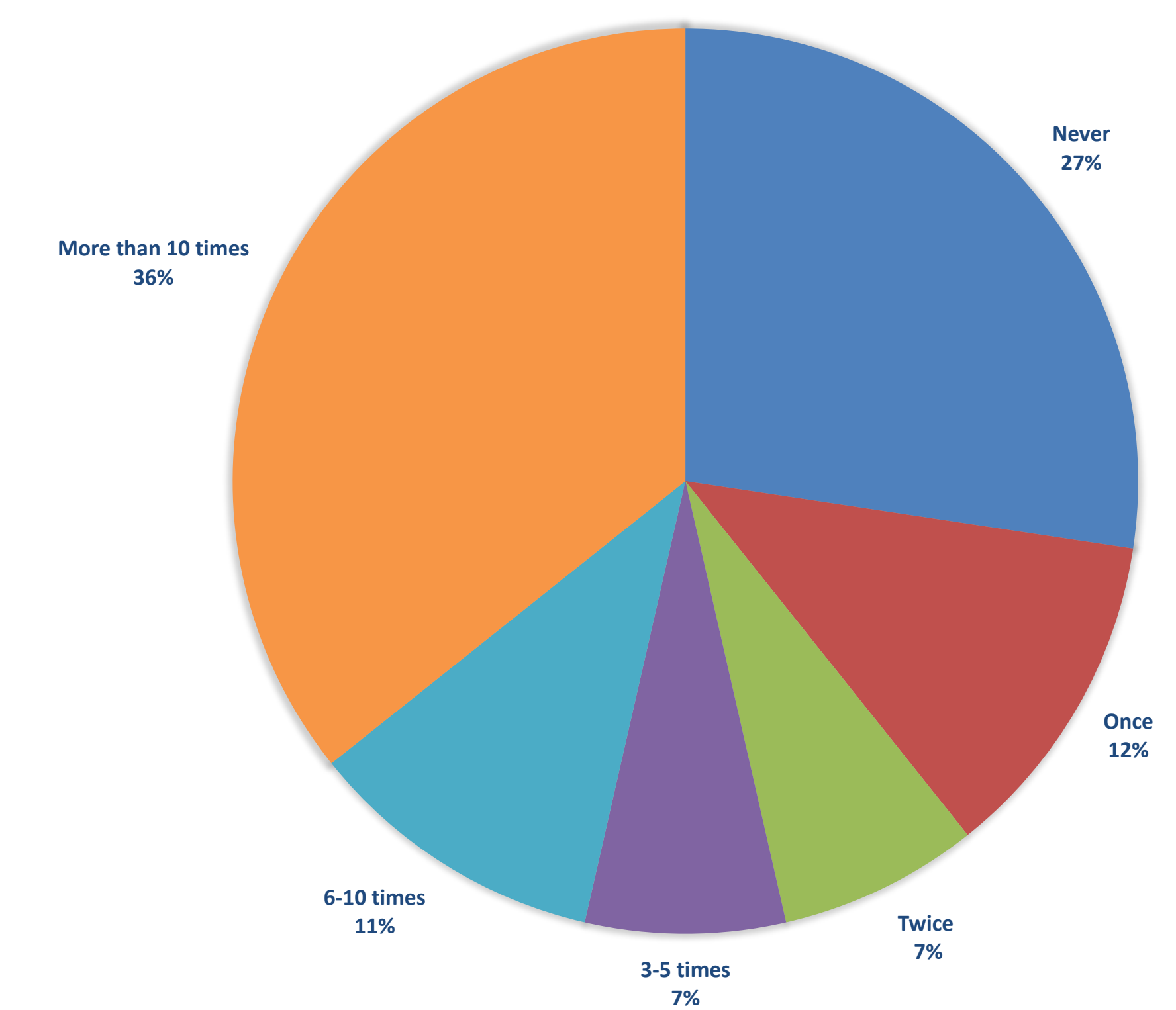


Takeaways: DDA titles circulate well and can be considered a better use of money compared to the approval plan because all titles circulate at least once. Unforeseen implementation problems did cause some issues. Aggregator suspension alerts didn't always synchronize with account balances, thereby temporarily cutting off access to discovery records. Foreign language and other ineligible titles would occasionally slip into the DDA pool. MUPO can raise the average cost per title, but effectively eliminate turnaways. Easily scalable depending on resources and staff.

Textbook Purchase Program

Initially started in early 2014 as a \$5,000 one-term pilot with only word-of-mouth and informal advertising. 34 textbooks were placed on Reserves that first term. Prior to the 2014 Pilot, the Library's policy on collecting textbooks mirrored many other institutions in that generally they were not purchased because textbooks were considered basic curriculum material. Carleton would add personal or desk copies supplied by the course instructor. A basic analysis of circulation data for donated textbook titles showed that the personal or desk copies circulated higher than average. In 2015, the textbook program was made permanent and now costs between \$8000-\$10,000 a year.

TEXTBOOK CIRCULATION 2014-2016



Takeaways: Textbooks placed on Reserves are well-used, with the top one-third of them possibly being the highest circulating books in the Library. But there are still detractors who believe money from collections should not be used on core curriculum texts. Both support and opposition for textbooks can be found at all levels (students, faculty, senior administration). Textbook programs can be scaled larger or smaller fairly easily.